

The background of the cover features a large, faint, light gray seal of the State of California. The seal is circular and contains the text "SEAL OF THE STATE OF CALIFORNIA" around the top and "SINCE 1970" at the bottom. In the center of the seal is a figure of Minerva, a grizzly bear, a ship, and a miner, with the word "EUREKA" above the figure.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Annual Report
2002

Members of the California Commission on Teacher Credentialing

Commissioner

Kristen Beckner

Position

Teacher

Alan Bersin

Administrator

Chellyn Boquiren

Teacher

Margaret Fortune

Public Representative

Beth Hauk

Teacher

Elaine C. Johnson

Public Representative

Steve Lilly

Faculty Member

Lawrence Madkins

Teacher

Alberto Vaca

Teacher

Marilyn Whirry

Designee, Office of Superintendent of
Public Instruction

Vacant

Public Representative

Vacant

Public Representative

Vacant

School Board Member

Vacant

Non Administrative Services Credential
Holder

Vacant

Teacher

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Association of Independent
California Colleges & Universities

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California Postsecondary Education
Commission

Athena Waite

Regents, University of California

Bill Wilson

California State University

Executive Director

Dr. Sam W. Swofford

Goals of the California Commission on Teacher Credentialing

❖ *Goal 1: Promote educational excellence through the preparation and certification of professional educators*

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System and State and Federal Funded Programs
- Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action
- Implement, monitor and report on the outcomes of new program initiatives

❖ *Goal 2: Continue to refine the coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities*

- Conduct periodic review of the efficiency of the day-to-day operations and financial accountability of the Commission
- Continuously improve the development, distribution and dissemination of agenda and information to the Commission
- Orient new Commissioners and staff on the roles and responsibilities of the Commission
- Continuously update the Commission's policies and procedures

❖ *Goal 3: Provide quality customer service*

- Use technological innovation to maximize operational efficiency and improve customer access to information and services
- Provide timely, accurate and responsive processing of credential applications

❖ *Goal 4: Continue effective and appropriate involvement of the Commission with policy makers on key education issues*

- Sponsor legislation as appropriate
- Influence legislation regarding the preparation and certification of professional educators
- Respond to policy makers' information inquiries
- Sustain productive relations with key policy makers and staff
- Collaborate with and advise appropriate agencies
- Design and develop strategies to implement new legislation

❖ *Goal 5: Enhance effective, two-way communication with the Commission's stakeholders*

- Pursue strategies to refine the Commission's public affairs activities

❖ *Goal 6: Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools*

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators

A Message from Commission Chair Margaret Fortune

It is my privilege to invite you to read and review the California Commission on Teacher Credentialing's 2002 Annual Report. Recently elected as Commission Chair for 2003, it is exciting for me to reflect on a dynamic and challenging year. As stewards of a significant part of California's public education system, the Commission's mission is to ensure that fully prepared and effective educators are provided for all K-12 public school students, their parents, and communities. The year 2002 was a period for implementing the new standards resulting from SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998).



One of the most significant initiatives of the Commission in its 31-year history was the implementation of the new *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*, a major systemic reform for California teacher preparation. Over 41 multiple and single subject SB 2042 programs were submitted, reviewed and approved for implementation by the Commission in 2002. In these "early adopter" credential programs, future teachers are experiencing an enriched and state-of-the-art curriculum and set of experiences. In 2002, programs were submitted, reviewed and approved for the new standards for multiple subject subject-matter requirements. Presently, more than 50 programs have been submitted and 15 programs have been approved. The Commission adopted *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Education* and a number of programs were submitted and approved for implementation. As the Commission moves ahead, there are many challenges and opportunities, but nothing is more important than the continued and full implementation of SB 2042, which is bringing about significant and positive changes for

the preparation of multiple and single subject teachers for California's schools. Also important was fulfilling the provisions of AB 1059 (Ducheny, Chapter 711, Statutes of 1999), legislation that required the Commission to develop new standards for preliminary credential programs for the preparation of teachers to teach all students, including English learners. During 2002, an AB 1059 Task Force was appointed by the Executive Director to review institutional responses to this requirement. As a result, 108 responses were approved. Institutions with approved Commission credential programs incorporated the competencies to teach English learners in their programs for the fall 2002 semester or quarter. Infused in these programs are the reading instruction skills and Crosscultural, Language and Academic Development competencies with specific attention to teaching English learners. These teaching competencies are critical to meet the needs of an increasingly diverse student population in California.

The Commission approved *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. This action was both positive and essential for the implementation of a key element of SB 2042, providing an avenue for beginning teachers to complete a two-year induction program of support and formative assessment during their first two years of teaching as an option to earn a professional teaching credential in California. Because of this action, school districts, county offices of education and institutions of higher education may respond to the new induction standards and apply for state funding to implement an approved induction program. There were 156 funded induction programs in 2002 known as Beginning Teacher Support and Assessment (BTSA) serving over 22,000 first- and second-year teachers. Presently, there have been over 90 submissions to the new standards and a number have been approved by the Commission. The BTSA program is jointly administered by the California Department of Education and the Commission. There are BTSA programs in over 800 school districts, all 58 counties and in collaboration with more than 80 California colleges and universities. Over 92% of all beginning teachers in BTSA remain in teaching after their two years of induction.

While the Commission has worked to improve teacher education and to retain recently prepared teachers for California's public schools, there has been a need to have reliable data on teacher attrition to make educational policy decisions. In 2002, the Commission sponsored the first statistical examination of teacher retention rates for recently prepared teachers in California with findings of comparable national teacher retention data. Preliminary study data shows that California has significantly lower attrition rates than the national average. An analysis of the study data shows that California surpassed the national average in teacher retention by 17 percent. Commission programs in recent years have contributed to this higher retention rate.

I am pleased that you have the opportunity to review the Commission's 2002 Annual Report. Much can be accomplished in 2003 as we all work together to provide quality teachers and education for California's children.

For California's students and parents,

A handwritten signature in cursive script that reads "Margaret Fortune".

Margaret Fortune
Commission Chair

A Message from Executive Director Dr. Sam W. Swofford

For the California Commission on Teacher Credentialing, the year 2002 was one of both fulfillment and significant challenge. In its 31st year as the oldest independent standards board in the country, the Commission continued to fulfill its mission and purpose to assure the parents and citizens of California that highly qualified teachers are prepared and available for public school classrooms in California.



The Commission and its staff made considerable progress in 2002 toward supporting the ongoing education initiatives of Governor Gray Davis and the California Legislature, including incorporating the Content Standards for California Public Schools K-12 into the new Multiple and Single Subject Matter Requirements, and in promoting and sustaining high-quality standards for California teacher preparation. In 2002, the Commission realized the fulfillment of SB 2042 (Alpert / Mazzoni, Chapter 548, Statutes of 1998) that provides major systemic change and reform in the preparation of California teachers.

The Commission concluded several activities during the year to provide an increased number of highly qualified teachers for California's public schools. Legislation sponsored by the Commission, AB 877 (Scott, Chapter 703, Statutes of 2000), enabled the Commission to pioneer equivalence as a way to recruit highly qualified teachers from around the nation.

The comparability studies conducted jointly by the Commission and Educational Testing Service (ETS) were completed, eliminating a major hurdle in recruiting out-of-state teachers for California's schools. This initiative has made over 5,000 qualified out-of-state teachers available to serve in California's public schools. The ETS studies of comparability also provided evidence that the Commission's standards and requirements were as high as any in the nation including those of national education organizations. These include the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Council for the Social Studies, and other national professional organizations.

For more than a decade, California has been a leader in providing alternative routes to teacher certification that are avenues based on the highest standards and best professional practices. These alternative routes have a consistent performance assessment, a shared responsibility between the school district and the preparation programs, and provide a unique opportunity for candidates to access preparation programs depending on individual needs. Those being recruited to teaching from the military often require a system different from those who decide to change careers to teaching in mid-life or those in their early 20's who are in pre-service teacher education programs. The Commission has worked hard in 2002 to ensure that all alternative systems are standards-based, research-based, legally defensible, based on common sense, and reflect best practices. The 2001-2002 internship program data suggest that over 94% of interns remained in teaching for over three years, and a majority remained in the same district in which they interned.

The Commission participated in several discussions and reviews of the Administrative Services Credential in 2002, ultimately adopting new standards for the Preliminary Administrative Services Credential. The Commission again sponsored groundbreaking legislation that became law. Senator Jack Scott authored and the Legislature and Governor Davis approved SB 1655 (Chapter 225, Statutes of 2002) to provide a range of options for those wishing to earn the Administrative Services Credential.

The Commission has been working to make the credentialing process as friendly as possible. Successful efforts were made the prior year to provide secure, online access to teacher certification information with an online database known as the Teacher Credentialing Service Improvement Project (TCSIP). Phase two of the TCSIP, a web-based credential renewal process, was fully implemented in 2002. Using this system, over 2,500 renewals each month are being processed.

During a seven-year tenure as Executive Director of the Commission, it has been my privilege to serve with the leadership of strong, insightful Commission chairs. Ahead are unparalleled challenges and unique opportunities, and I look forward to working with Margaret Fortune, our newly elected Commission Chair. Ms. Fortune brings considerable talent and professional experience to this leadership position.

Best Wishes,

A handwritten signature in cursive script, reading "Dr. Sam W. Swofford".

Dr. Sam W. Swofford
Executive Director

Vision and Mission Statements of the California Commission on Teacher Credentialing

Vision Statement

It is the vision of the California Commission on Teacher Credentialing to ensure that those who educate the children of this state are academically and professionally prepared.

Mission Statement

The mission of the California Commission on Teacher Credentialing is to assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- Conducting regulatory and certification activities
- Developing preparation and performance standards in alignment with state-adopted academic content standards
- Proposing policies in credential related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public



2002 Annual Report

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Members of the California Commission on Teacher Credentialing



Members of the California Commission on Teacher Credentialing, as of May 2003, from left to right: Chellyn Boquiren, Carol Bartell (ex-officio), Vice Chair Lawrence Madkins, Chair Margaret Fortune, Steve Lilly, Kristen Beckner, Alberto Vaca, Marilyn Whirry, Elaine C. Johnson, Athena Waite (ex-officio), Alan Bersin, and Beth Hauk. Not present for the photograph were Sara Lundquist and Bill Wilson (both ex-officio).

Chapter 1

Regulatory and Certification Activities

Credentials

California law provides that those licensed to teach in a California public school must be certified by the Commission. Applicants for most teaching credentials must complete a college degree. They also must demonstrate academic preparation in the subject matter in which they wish to teach and must complete a teacher preparation program. There are several credential options:

- Undergraduate programs integrating degree-appropriate subject matter, teaching methods, and fieldwork;
- University or school district teacher internship programs; and
- Graduate programs that include teaching methods and student teaching.

Additionally, teacher preparation courses are offered evenings, in summer, and on-line. After completing a preparation program, applicants must be formally recommended to the Commission by the university or school district program sponsor. Also, under SB 57 (Scott, Chapter 269, Statutes of 2001), qualified intern candidates can take a written test as an alternative to coursework. The "Teaching Foundations" exam was made available for the first time in 2002.

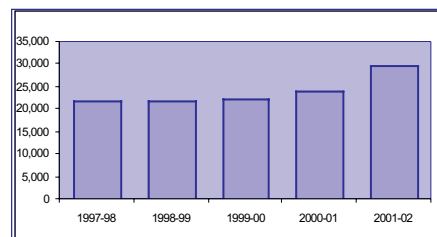
A variety of options are also available for applicants who are trained in other states and wish to become certified in California. Options differ, depending upon the comparability of the professional preparation program or teaching experience completed outside California. These teachers may apply directly to the Commission. Recent California legislation has also eliminated duplicative work for out-of-state teachers who have completed equivalent requirements in another state.

The number of new teachers credentialed in California increased by 23.5% (23,926 to 29,536) from fiscal year 2000-01 to 2001-02. Many of these teachers previously held an intern credential, a pre-intern certificate, or an emergency permit and were already teaching in California.

The number of new teachers credentialed in California increased by 23.5% (23,926 to 29,536) from fiscal year 2000-01 to 2001-02.

TOTAL CALIFORNIA TEACHING CREDENTIALS ISSUED*

	1997-98	1998-99	1999-00	2000-01	2001-02	Change
California IHE Prepared	16,767	16,993	17,555	18,397	23,225	26.2%
District Prepared	393	508	703	805	682	-15.3%
Out-of-State Prepared	4,837	4,216	3,864	4,724	5,629	19.2%
TOTALS	21,997	21,717	22,122	23,926	29,536	23.5%



**Initial preliminary credentials and professional clear credentials combined*

As the chart on page one shows, between 2000-01 and 2001-02, there was a sharp decline in district-prepared teachers and a significant rise in those either prepared at California institutions of higher education (IHE) or in other states.

Emergency Permits and Waivers

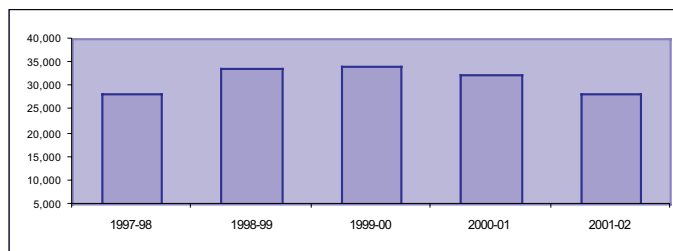
The California Commission on Teacher Credentialing issues emergency permits to individuals at the request of employers who are unable to sufficiently recruit fully credentialed staff to fulfill their employment needs. Such permits are often issued to persons who have completed most of a credential program, while others may hold a full credential in another area. Waivers are requested after efforts are made to find credentialed individuals or those eligible for an emergency permit. A limited period is allowed for those granted a waiver to qualify for a credential or emergency permit.

The number of emergency permits and credential waivers has decreased from the previous year for the second time since California class size reduction was implemented in 1996. Between fiscal years 1999-00 and 2000-01, the number of emergency teaching permits (Multiple Subject, Single Subject, and Education Specialist) decreased by 5%. In 2001-02 they decreased another 13.7%. Additionally, the number of credential waivers from 1999-00 to 2000-01 decreased by 17%. Waivers decreased an additional 21.5% in 2001-02.

The number of emergency permits and credential waivers has decreased from the previous year for the second time since California class size reduction was implemented in 1996.

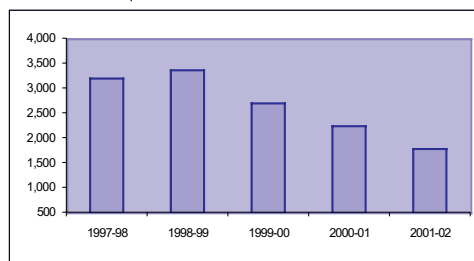
EMERGENCY TEACHING PERMITS

1997-98	1998-99	1999-00	2000-01	2001-02	Change
28,518	33,496	34,309	32,573	28,126	-13.7%



WAIVERS

1997-98	1998-99	1999-00	2000-01	2001-02	Change
3,213	3,377	2,724	2,265	1,778	-21.5%



Taking into account an increase in the number of certificated staff teaching in California's schools and the decrease in the number of emergency permits, the percentage of certificated staff serving on emergency permits decreased from 10.7% in 2000-01 to 9.4% in 2001-02. Credential waivers decreased from 0.7% of the total certificated staff in 2000-01 to 0.6% in 2001-02. The Commission issued 957 emergency permits for certain types of service credentials such as those for school librarians and speech therapists.

To further California's goal in 2002 to reduce the use of emergency permits and waivers, the Commission targeted 22 California school districts that had over 20% of certificated staff serving on emergency permits for four consecutive years. The Commission worked extensively with these districts to help them take advantage of state programs to recruit and retain teachers.

The Commission and the Los Angeles County Teacher Recruitment Center worked with these 22 districts to demonstrate effective recruitment practices and held workshops based on the Transition to Teaching Program piloted originally in the San Diego Unified and the Oakland Unified School Districts. The Transition to Teaching Program emphasizes one-on-one meetings with emergency permit teachers to determine the best and quickest way for those teachers to earn a credential. Districts also joined with nearby universities to offer intern programs in high-need areas such as special education teacher preparation. Twenty of the 22 districts were successful in significantly reducing their use of emergency permits. The average rate of reduction was around 30%, with districts reducing the use of emergency teaching permits in a range from 10% to 100%.

The Commission will continue to provide support and assistance to school districts with a high number of emergency permits by following this successful model.

Accreditation

The Commission appoints a Committee on Accreditation that is responsible for accrediting colleges, universities, and local education agencies offering educator preparation programs. Accreditation teams visit all programs on a cyclical schedule. Currently there are 82 accredited institutions that offer one or more credential preparation programs. Additionally, there are eight accredited District Intern Programs preparing teachers locally.

During 2001-02, there were 12 accreditation visits to colleges and universities. Of these:

- Six institutions received full *Accreditation*,
- Three received *Accreditation with Technical Stipulations*, and
- Three received *Accreditation with Substantive Stipulations*.

Institutions not receiving full accreditation have one year to address the stipulations. The first programs of professional preparation under SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) were granted initial accreditation in 2002. Some of the institutions visited in spring 2002 were early adopters of the new standards and used these in the accreditation process.



Accredited Colleges and Universities

California State University

Bakersfield
Channel Islands
Chico
Dominguez Hills
Fresno
Fullerton
Hayward
Humboldt
Long Beach
Los Angeles
Monterey Bay
Northridge**
Cal Poly-Pomona*
Sacramento
San Bernardino
San Diego**
San Francisco
San Jose**
Cal Poly-San Luis Obispo
San Marcos
Sonoma
Stanislaus*
CalStateTEACH

University of California

Berkeley
Davis
Irvine
Los Angeles
Riverside
San Diego
San Francisco
Santa Barbara
Santa Cruz

Private Colleges and Universities

Alliant International University
Antioch University of Southern CA
Argosy University
Azusa Pacific University
Bethany College*
Biola University
California Baptist University
California Lutheran University
Chapman University
Christian Heritage College
City University
Claremont Graduate University
Concordia University
Dominican University of CA

Fresno Pacific University
Holy Names College
Hope International University
InterAmerican College
John F. Kennedy University
La Sierra University
Loma Linda University
Loyola Marymount University**
The Master's College
Mills College
Mount St. Mary's College
National Hispanic University
National University*
New College of California
Notre Dame De Namur University
Nova Southeastern University
Occidental College
Pacific Oaks College
Pacific Union College
Patten College
Pepperdine University
Phillips Graduate Institute
Point Loma Nazarene University
St Mary's College
Santa Clara University
Simpson College
Stanford University
University of La Verne
University of Phoenix
University of Redlands*
University of San Diego*
University of San Francisco
University of Southern CA**
University of the Pacific
Vanguard University
Westmont College
Whittier College

District Internship Programs

Compton Unified School District
Long Beach Unified School District
Los Angeles Unified School District
Ontario/Montclair Unified School District
Project Pipeline
Orange County Office of Education
San Diego City Unified School District
San Joaquin County Office of Education-
IMPACT**

* Institutions accredited with stipulations in 2001-2002 that have one year to remove stipulations

** Institutions to be reviewed during 2002-2003

Grant Programs

The Commission administers a number of local assistance grant programs designed to support prospective teachers in completing the requirements for a teaching credential. Taken together, these programs represent a learning-to-teach continuum and have proven to be effective tools for recruiting and retaining teachers in California's schools.

PTTP — The Paraprofessional Teacher Training Program (PTTP) is designed to support paraeducators (instructional assistants/aides) through a local education agency-based career ladder program towards completion of a bachelor's degree and a teacher preparation program leading to a teaching credential. Participants receive assistance with college/university tuition, fees, and books as well as other support services to promote success in the program. Participants must be working as paraeducators to participate in the program. During 2001-2002, 42 programs, in collaboration with 103 school districts, 35 community colleges and 23 universities, received grants to serve 2,266 participants. Since 1994-95, the program has produced a total of 507 fully-credentialed teachers and has a six-year retention rate in the education profession of 97%. Of the 507 program graduates, 79% are members of ethnic minority groups.

Pre-Intern — The Pre-Internship Program is designed to reduce the number of emergency permit teachers in the state by assisting individuals to meet requirements for entry into the Internship Program. This program provides formal support and assistance to individual participants to help meet the subject matter competency requirement for credentialing. With the various support mechanisms provided to participants, the program has shown a 90% retention rate for pre-interns after their first year in the program. State funding is provided to local school districts and/or county offices of education that assign experienced teachers to serve as coaches, provide basic pedagogical training, and focus on providing instruction toward the participants' completion of the subject matter competency requirement. The program has grown dramatically since its inception in 1998 from 957 pre-interns served to the 10,534 pre-interns served in 2001-02.

Intern — The Internship Program allows for completion of teacher preparation program course work concurrent with a first- or second-year paid teaching position. The program is designed to provide an alternative route into the teaching profession by providing course work and an organized system of support from college and district faculty. Program participants must have fulfilled their subject matter requirements before entering a program and earn a full teaching credential at the end. The goals set forth for the program include expanding the pool of qualified teachers by attracting those individuals into a teaching career who might not otherwise enter the classroom, enabling local education agencies to respond immediately to their teacher recruitment needs, and providing effective supervision and intensive support so the individual learning needs of new interns are met. The following chart shows the retention rate for cohorts of interns from 1995-2000.

Taken together, these programs represent a learning-to-teach continuum and have proven to be effective tools for recruiting and retaining teachers in California's schools.



Retention Rate for the Five Cohorts of Interns, 1995-2000

Year of Cohort	Number Interns Served	Number Still Teaching	Percent Still Teaching	Number Retained in District	Percent Retained in District	Number Teaching Elsewhere	Percent Teaching Elsewhere
1999-2000	4,827	4,713	97.6%	4,712	97.6%	1	0.1%
1998-1999	2,419	2,257	93.3%	2,127	87.9%	130	5.8%
1997-1998	1,522	1,379	90.6%	1,175	77.2%	204	14.8%
1996-1997	993	847	85.3%	770	77.5%	77	9.1%
1995-1996	694	533	76.8%	491	70.7%	42	7.9%
Total	10,455	9,729		9,275		454	

The chart below shows the number of intern credentials and certificates issued for use in both university and school district programs. Data for fiscal years 1997-98 through 2001-02 show a steady increase in university internship programs, with an enrollment of 3,769 in 2001-02. Although district internship programs show a slight variation over time, overall enrollment is up since 1997-98, with 944 in 2001-02.

ALTERNATIVE TEACHER PREPARATION ROUTES

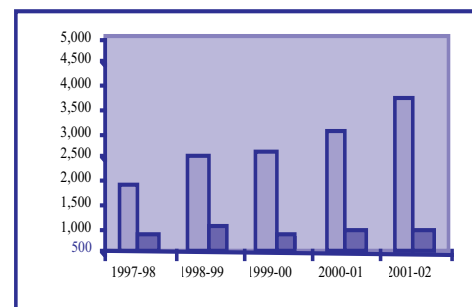
	1997-98	1998-99	1999-00	2000-01	2001-02	Change
University Internships	1,909	2,458	2,557	3,056	3,769	23.3%
District Internships	834	1,030	855	897	944	5.2%
TOTALS	2,743	3,488	3,412	3,953	4,713	19.2%

TTT — Troops to Teachers (TTT) is a federally funded program, administered in California by the Commission, that is designed to assist separating or retiring members of the Armed Forces, and prior civilian employees of the Department of Defense, as they obtain teacher certification and employment as teachers or teacher's aides. In California, the program provides advisement regarding credential requirements.

BTSA — The Beginning Teacher Support and Assessment Program (BTSA), which is co-sponsored by the Commission and the California Department of Education, provides opportunities for fully prepared first- and second-year teachers to expand and deepen their teaching knowledge and skills. Participants work closely with support providers to determine areas of prior development and areas where further growth in teaching may be needed. The BTSA Program offers distinct learning opportunities and collegial services that are at a developmentally different level than the offerings of the Pre-Intern or Intern Programs. There were approximately 23,000 participants in the BTSA Program in 2001-02.

Beginning teachers and support providers are given opportunities to explore, examine, and extend professional practice via the California Formative Assessment and Support System for Teachers (CFASST).

(CFASST) is an innovative system that integrates two years of formative assessment and support through the lens of the California Standards for the Teaching Profession and the Content Standards for California Public Schools K-12. This state-developed system may be used by any program to induct new teachers in California, and over 24,000 sets of CFASST materials are in use across the state.



Chapter 2

Preparation and Performance Standards

Senate Bill 2042 and Assembly Bill 1059 Implementation

SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) required the California Commission on Teacher Credentialing to implement a major reform in teacher preparation. In response to this mandate, the Commission revised the structure of California teacher preparation programs and teacher induction programs by adopting new program standards.

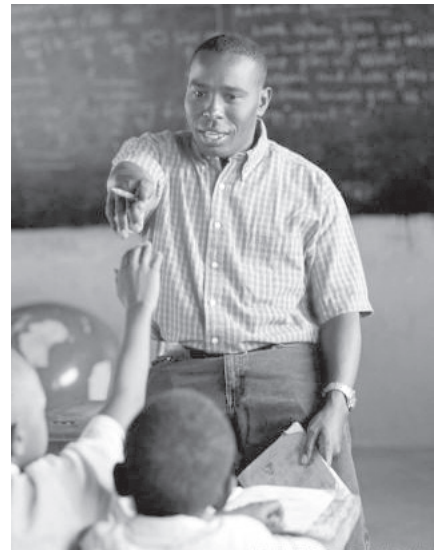
The new standards, aligned with the Content Standards for California Public Schools K-12, also meet the requirements of AB 1059 (Ducheny, Chapter 711, Statutes of 1999), which required that all teacher preparation and induction programs prepare teachers to meet the needs of all pupils, including English learners. While many of these new standards address the teaching of English learners, Standard 13 of the teacher preparation program standards and Standard 19 of the induction program standards were written to address the specific requirements for teaching English learners as outlined in AB 1059.

To date, the Commission has approved 108 teacher preparation program responses to Standard 13. California colleges and universities whose submissions have been approved are implementing this standard in their Commission-accredited teacher preparation programs. As a result, all California teachers prepared in a program meeting the SB 2042 program standards are able to address the needs of English learners.

Subject Matter Standards

The content that teachers are expected to master in the subjects they teach their students is carefully aligned with what students are expected by the state to learn. In accordance with SB 2042, which required the Commission to ensure that subject matter program standards and examinations are aligned with the Content Standards for California Public Schools K-12 adopted by the California State Board of Education, the Commission coordinated the revision of subject matter standards for both elementary and secondary teacher preparation.

The elementary subject matter standards were updated to align with the current Content Standards for California Public Schools K-12. The Commission approved the new elementary subject matter standards in September 2001. Program document review and approval continued throughout 2002. Revision of single subject



The content that teachers are expected to master in the subjects they teach their students is carefully aligned with what students are expected by the state to learn.

standards for English, mathematics, science, and social science were approved by the Commission in January 2003. The new single subject standards are also aligned with the California Public Schools K-12 Content Standards. In both cases, the subject matter standards were subjected to review for bias, alignment and congruence, and field review.

As part of its extensive program standard development process, the Commission worked with teachers, teacher educators and subject matter experts to ensure that teacher candidates have mastered the subject matter that they will be teaching. Implementation of the new single subject matter program standards in English, mathematics, science, and social science for these areas began in May 2003.

The next phase of standards development will begin in May 2003 for art, languages other than English, music, and physical education, following the same process. The final phase of single subject standards revision will begin in the spring of 2004 for the subjects of industrial and technology education, health science, home economics, business, and agriculture.

Administrative Services Credentials

The Administrative Services Credential authorizes the holder to serve in a position designated as administrative by the employing local education agency. In August 2002, Governor Gray Davis signed the Commission-sponsored SB 1655 (Scott, Chapter 225, Statutes of 2002), which created a number of alternatives for obtaining Preliminary and Professional Clear Administrative Services Credentials. One option created by this statute was successful passage of tests adopted by the Commission for this purpose in lieu of completion of an administrator preparation program.

In 2002, the Commission adopted the School Leaders Licensure Assessment (SLLA) administered by Educational Testing Service (ETS) to serve as the examination to be used in California as the test option for the Preliminary Administrative Services Credential created by SB 1655. This six-hour test assesses candidates' skills in situational analysis, problem solving and decision-making in educational leadership scenarios.

The SLLA, administered in California for the first time in January 2003, is scheduled to be offered three times annually. Individuals taking this examination must meet the passing standard of 173 set by the Commission. The Commission is currently researching national administrator performance assessments that may be appropriate for the Professional Clear Administrative Services Credential.

The Commission has recently adopted educational leadership preparation program standards for the Preliminary Administrative Services Credential. The Commission is developing guidelines for the Professional Clear Administrative Service Credential. The professional clear level of the credential will emphasize mentoring, support and assistance for the new administrator.

... the Commission worked ... to ensure that teacher candidates have mastered the subject matter that they will be teaching.



Examinations

All teacher-licensing examinations in California are required by law. In some cases, the examination is one option for meeting a requirement that may also be met through coursework. All examinations are carefully developed to ensure their validity. The development process for each examination includes an initial analysis of the teaching tasks the examination should cover. Experts review these tasks and surveys are sent to thousands of practitioners in the field for more review. The examinations are developed with the help of design teams comprised of teachers, administrators, school district personnel, teacher educators, and other experts. Once an examination is developed, it is thoroughly field-tested prior to implementation.

CBEST — The California Basic Educational Skills Test (CBEST) (Education Code §44252) is required for virtually all credential applicants. CBEST assesses basic skills in reading, writing, and mathematics.

Praxis II/ Single Subject Assessments for Teaching and

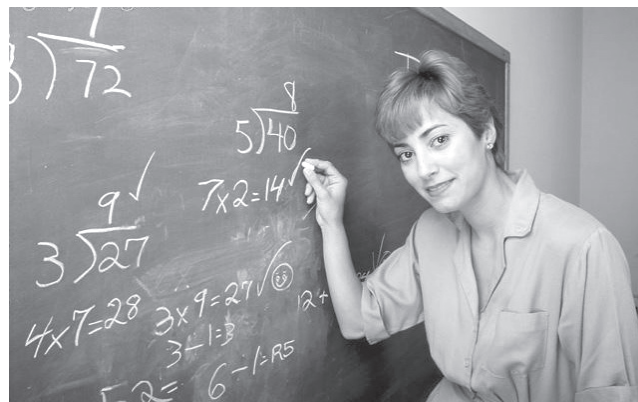
CSET — The Professional Assessments for Beginning Teachers (Praxis II) and Single Subject Assessments for Teaching (Education Code §44281) are required for single subject credential candidates, traditionally teachers in grades 7-12 in departmentalized classrooms, who do not complete an approved subject matter program. There are 13 single subjects listed in the Education Code for credentialing purposes. Each subject area covers course work typically taught in California's middle schools and high schools. Twenty-one percent of the newly credentialed middle and high school teachers in California meet the subject matter requirement by passing the appropriate examination.

The Commission is currently developing new subject matter requirements for the Multiple and Single Subject Teaching Credentials, and for the Education Specialist Instruction Credential, in light of the current Content Standards for California Public Schools K-12. As a result, the Commission is implementing a new examination program called the California Subject Examinations for Teachers (CSET).

Over the next three years, this program will take the place of the current Single Subject Assessments for Teaching and Praxis II subject matter examinations (including the Multiple Subjects Assessment for Teachers). The first administration of the CSET was in January 2003, in English, mathematics, science, social science, and multiple subjects.

The CSET will be available in the following subject areas over the next two years:

- fall 2004 — art, languages other than English, music, physical education, and preliminary educational technology; and
- fall 2005 — agriculture, business, health science, home economics, and industrial and technology education.



The examinations are developed with the help of design teams comprised of teachers, administrators, school district personnel, teacher educators, and other experts.

RICA — The Reading Instruction Competence Assessment (RICA) is required for California-trained individuals seeking a Multiple Subject Teaching Credential and an Education Specialist Instruction Credential. (Education Codes §44283 and 44283.2). The exam is mandatory, but offers two options: a written exam or a video performance assessment.

CLAD/BCLAD — The (Bilingual) Crosscultural, Language and Academic Development Examination (B/CLAD) (Education Code §44253.5) reflects the specialized knowledge and skills needed for the teaching of English learners. The new teacher preparation standards, required by AB 1059, scheduled for full implementation by 2004, include the competencies for teaching English learners currently contained in CLAD programs and the CLAD exam. However, an examination will remain available for teachers who earned credentials prior to the implementation of the new standards and for those trained out of state. A BCLAD authorization, or appropriate assignment option, is required for teaching in a designated bilingual classroom. An examination option will also remain available for teachers interested in adding an authorization to teach in designated bilingual classrooms.

Chapter 3

Policy Development

Commission Sponsored Legislation 2002

In 2002, the California Commission on Teacher Credentialing sponsored SB 1655 and SB 1656. Both were approved by the Legislature and signed into law by Governor Gray Davis. In keeping with the Commission's legislative policies, the measures contribute to ensuring that the laws relating to educator preparation contribute to meeting the certification needs of California's public schools.

SB 1655 (Scott, Chapter 225, Statutes of 2002) – Created expedited alternative routes to both the Preliminary and Professional Clear Administrative Services Credentials. The Commission sponsored this measure to provide options for individuals who can demonstrate competence through alternative measures. Under SB 1655, the Commission is allowed to issue administrative services credentials to qualified individuals who meet California's standards. Specifically, this bill:

- Authorizes the Commission to issue a Preliminary Administrative Services Credential when an individual: (a) possesses a valid teaching or services credential, (b) completes at least three years of teaching or services experience, and (c) successfully passes a test adopted by the Commission that is aligned to state administrator preparation standards.
- Allows the Commission to issue a Professional Clear Administrative Services Credential to someone who has the preliminary credential and either: (a) successfully completes a Commission-accredited program, (b) demonstrates mastery of Commission-accredited fieldwork performance standards, or (c) passes a national administrator performance assessment adopted by the Commission.

The Commission is in the process of implementing this measure and has adopted an examination option for the Preliminary Administrative Services Credential.

SB 1656 (Scott, Chapter 471, Statutes of 2002) – Protects California school children by closing gaps in the law governing credential holders and applicants convicted of sex offenses that require registration as sex offenders.

Unclear wording in prior law made it possible for a person convicted of a sex offense to register as a sex offender but not be subject to mandatory credential revocation or denial. Prior statutes did not



In 2002, the California Commission On Teacher Credentialing sponsored SB 1655 and SB 1656.

adequately address situations in which an individual is required to register as a sex offender under the law of another state or federal law.

SB 1656 specifies that applicants or teachers who are required to register as sex offenders under the laws of other states or federal laws are not eligible for a California teaching credential.

Other Legislation of Interest to the Commission

Throughout the year, Commission staff is called upon to review, track, and provide information to the Legislature and other interested parties regarding proposed legislation and its impact on education policy and matters of interest to the Commission in fulfilling its mission and as a member of the state's education community.

The following section highlights some of those bills that became law in 2001-2002:

SB 508 (Vasconcellos, Chapter 42, Statutes of 2002) – Made non-controversial changes to the High Priority Schools Grant Program (AB 961).

SB 900 (Ortiz, Chapter 627, Statutes of 2002) – Increased efficiency in processing information requests by grouping those agencies with similar standards and information needs together.

SB 2029 (Alarcón, Chapter 1087, Statutes of 2002) – Allows district intern programs that satisfy Commission-adopted standards to offer teaching credential programs in Special Education for Students with Mild/Moderate Disabilities.

Title 5 Regulations

Legislative measures affecting the California Commission on Teacher Credentialing as well as policy it approves are routinely implemented through regulations. Those regulations pertaining to credentials, certificates and permits for educators in California's public pre-K through grade 12 and adult education programs can be found in Title 5 of the California Code of Regulations.

The regulatory process involves the development of policies and procedures, initial Commission review, a 45-day notice period for the public to comment on the proposed regulations, final Commission approval at a public hearing, and the approval of California's Office of Administrative Law.

Throughout the year, Commission staff is called upon to review, track, and often provide information to the Legislature and other interested parties . . .



The following Title 5 Regulations were implemented by the Commission in 2002:

- **Amendments to Sections 80105 to 80116 of Title 5, California Code of Regulations, Pertaining to Child Development Permits**

Effective July 15, 2002, individuals applying for a Child Development Permit for use in public Child Development Programs serving students from birth through age 14 may choose a School-Age Emphasis Child Development Permit Option. Candidates for this permit take required coursework that covers the developmental, social, and academic needs of children and youth with an emphasis on coursework targeting school-age students in before-and after-school programs. This option is available at all levels of the permit structure.

During 2002, the state's Title 5 Regulations were also amended to allow the holder of a Child Development Associate Permit to supervise classroom aides. Additionally, the regulations were amended to clarify that all "core" courses for the permit must be a minimum of three semester units or four quarter units, and to clarify that remedial coursework cannot be used toward meeting permit course requirements.

- **Amendments to Section 80487 of Title 5, California Code of Regulations, Pertaining to the Fee for Taking the California Basic Educational Skills Test**

Effective January 1, 2002, the fee for the California Basic Educational Skills Test (CBEST) was increased from \$40 to \$41 to cover increased administration costs.

Chapter 4

Research and Assessment

Teaching Performance Assessment

Senate Bill 2042 (Alpert/Mazzoni Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance (TPA) in order to earn a California teaching credential. In accordance with this provision of SB 2042, the California Commission on Teacher Credentialing, in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). Teacher preparation programs may use the CA TPA or create their own TPA.

All TPAs must measure the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001.

During 2002, the Commission adopted both a set of Assessment Quality Standards to guide the development and implementation of the TPAs, and an implementation plan for these standards.

CA TPA Voluntary Use

Based on the severe challenges presented by California's current state budget situation, the Commission has postponed mandatory implementation of the TPA requirement until such time as it is fiscally feasible for institutions to implement the requirements of the law.

The Commission will continue work on the CA TPA. This model will be completed during the summer of 2003 and then become available to sponsors of teacher preparation programs for voluntary use beginning in 2003-04. Commission staff will provide support through technical assistance and professional development offerings to assist program sponsors who decide to implement the CA TPA in 2003-04.

Comparability Studies

In September 2000, the Legislature passed and Governor Gray Davis signed Assembly Bill 877 (Scott, Chapter 703, Statutes of 2000). This new law helped clear the way for out-of-state trained teachers to enter teaching in California if their preparation was determined to be

*... a prototype
CA TPA ... will be
available for voluntary
use by any sponsor of a
teacher preparation
program.*



equivalent to California's standards. The law required the Commission to contract for reviews of teacher preparation in other states, in subject matter preparation, reading instruction and credential emphasis programs, including programs to prepare teachers to work with English learners.

The Commission contracted with the Educational Testing Service (ETS) to conduct the comparability study. The initial phase of the review was completed in 2001. A final review in 2002 indicated that 44 states are comparable in the Early Childhood Education emphasis, 43 states are comparable in Middle Level emphasis, and 45 states are comparable in the Crosscultural, Language and Academic Development emphasis. In other states, all of these programs are in addition to basic credentials and are viewed as advanced programs.

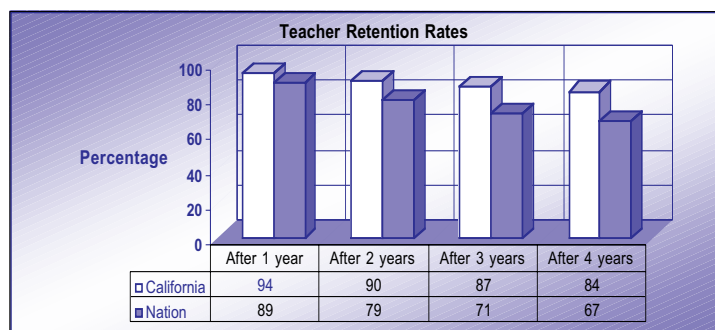
Teacher Retention Study

A study undertaken by the California Commission on Teacher Credentialing and the California Employment Development Department (EDD) revealed that California public schools retain their teachers at a significantly higher rate than the national average.

The study findings are based on a data comparison between the Commission and EDD, which matched teachers' credential information with wage employment data over a four-year period. An analysis of the data shows that California surpassed the national average in teacher retention by 17%. Of the 14,643 individuals earning new California teaching credentials during 1995-96, over 13,000 became employed in the California public school system their first year. Of these first-year teachers, 94% were still employed in public education after their first year on the job, compared to 89% nationally. The data shows that 84% of California's 1995-96 new teachers were still active in education after four years, compared to 67% nationally.

While this study revealed important aggregated information on teacher retention in California, a more in-depth study on teacher mobility is currently underway. The Public Policy Institute of California, in cooperation with the Commission and EDD, will examine the dynamics of public school employee and teacher turnover in California. That study should be concluded in the fall of 2003.

...84% of California's 1995-96 new teachers were still active in education after four years, compared to 67% nationally.



Chapter 5

Monitoring Teacher Fitness and Assignment

Monitoring Fitness-Related Misconduct

The Division of Professional Practices is responsible for both the disciplinary and legal activities of the California Commission on Teacher Credentialing and a statutorily created disciplinary review committee, the Committee of Credentials. The committee is an investigatory body comprised of seven members appointed by the Commission for two-year terms. Membership includes an elementary teacher, a secondary teacher, one school board member, a school administrator, and three public representatives.

The committee is charged with the responsibility of reviewing allegations of misconduct against a credential holder or applicant and making a recommendation to the Commission as to whether probable cause exists for adverse action against a credential or application. In certain situations where a holder or applicant has been convicted of a serious crime, the credential is revoked or denied mandatorily by operation of law.

The Committee of Credentials meets three days each month in Sacramento at the Commission. The Division of Professional Practices and the Committee investigated and reviewed 9,071 cases in 2002.

Discipline Caseload

With an increased student population and the implementation of state class-size reduction, the number of California credentialed educators and applicants for credentials has increased. In this environment, the Commission experienced a substantial increase in its discipline caseload between 1994 and 2002.

In the seven-year fiscal period of 1995-2002, the Commission revoked a total of 1,159 credentials, suspended a total of 357 credentials, and issued a total of 84 private admonitions. Since the inception in fiscal year 1995-96 of the public reproval, 278 have been issued. In the same seven-year period, applicants were denied credentials in 492 cases. Disciplinary actions and reinstatements for 2001-02 are outlined in a chart on the following page.

... the Commission experienced a substantial increase in its discipline caseload between 1994 and 2002.

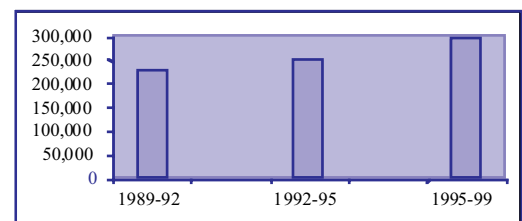
CCTC Disciplinary Actions and Reinstatements 2001-2002

ACTION	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Discretionary Revocations	14	0	19	5	11	12	5	8	8	4	7	7	100
Mandatory Revocations	6	0	12	2	5	1	4	2	15	5	3	2	57
Suspensions	2	0	17	3	10	4	3	7	9	5	7	10	77
Discretionary Denials	4	0	10	4	6	3	4	3	6	8	3	3	54
Mandatory Denials	3	0	4	6	4	1	2	4	11	4	6	3	48
Public Reprovals	5	0	5	4	4	3	4	3	3	3	5	2	41
Private Admonitions	0	0	1	0	2	1	0	0	1	1	4	1	11
TOTAL MONTHLY ADVERSE ACTIONS	34	0	68	24	42	25	22	27	53	30	35	28	388
No Contest Suspensions	0	0	0	0	2	0	1	0	1	1	1	0	6
Automatic Suspensions	4	0	1	1	4	2	6	3	1	6	5	5	38
No Contest Susp Terminated	0	0	0	0	1	0	0	0	0	0	0	1	2
Automatic Susp Terminated	0	0	1	1	3	0	1	0	0	1	1	1	9
Self Revocations (no cause)	4	0	1	5	0	0	0	1	2	0	3	1	17
Grant Reinstatements	0	0	1	1	0	1	0	1	1	0	0	0	5
Grant Susp/Prob	0	0	0	0	0	0	0	0	0	0	0	0	0
Deny Reinstatements	0	0	3	2	0	0	0	1	3	0	1	0	10
Deny Term of Susp/Prob	0	0	0	0	0	0	0	0	0	0	0	0	0

Monitoring Certificated Assignments

The Commission is responsible for ensuring that California teachers and other certificated personnel have appropriate credentials or other legal options for their school assignments. Examples of appropriate certifications would be a social science teacher having a credential in social science and an elementary teacher having a multiple subject credential. For fiscal year 2001-02, the Commission distributed \$350,000 on a pro-rata basis to county offices of education for monitoring activities.

Additionally, the Commission is responsible for directly monitoring certificated assignments in the seven California counties with only one school district. During a four-year cycle, one quarter of the certificated employees in the state are monitored each year for appropriate assignment. Other than the seven state-monitored counties, all county offices of education submit the results of their review to the Commission. At the end of the four-year cycle, the Commission reports its findings to the Legislature. In the latest report (1995-99), the Commission found just over 2.5% of certificated employees to be misassigned. The current monitoring cycle will end in 2003. As in all areas related to the education of K-12 students, the monitoring workload has increased. From the 1989-1992 to the 1995-1999 monitoring cycle, the number of assignments reviewed increased by 30%.



Certificated Assignments Monitored by the Commission 1989-1999

1989-92	1992-95	1995-99
227,789	249,231	296,428

Chapter 6

Communications and Service

Technology Update

In an ongoing commitment to excellent service, the California Commission on Teacher Credentialing developed a plan – known as the Teacher Credentialing Service Improvement Project (TCSIP) – to provide easy access to credential information, to make renewing teacher credentials faster and more accessible, and to collect and track credentialing data to inform policy makers and the public.

TCSIP is a three-phase e-government initiative of Governor Gray Davis to enhance the level of customer service delivered to public school teachers, school districts, institutions of higher education, and other stakeholders.

The project's initial phase, launched in October 2001, now enables teachers, school districts, institutions of higher education and other stakeholders to view a teacher's credential or application status on the Internet. Phase two of the project was implemented in June 2002, giving teachers the capability to renew their credentials online. In keeping with its goal, the Commission continues to process web-based renewal applications within 10 working days.

The third and final phase of the TCSIP will be completed in late 2003. This final phase provides an updated technology system for credential processing that enhances the Commission's reporting capabilities in response to the needs of California's Legislature, Office of the Governor, and other stakeholders.

Workload Activities 2001-2002

As a result of class-size reduction, an increase in the student population, and an increase in teachers nearing retirement age, the demand for California teachers has increased substantially. The workload of the Commission has increased in proportion to the increase in teacher demand. From fiscal year 1996-97 to fiscal year 2001-02, the credential processing and information services workload of the Commission increased by more than 29%.

The chart on the following page illustrates various Commission workload activities.

... the demand for California teachers has increased substantially.



Commission Activity	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Credential Applications Processed	168,030	197,269	200,825	227,970	226,480	247,410
Fingerprint Cards Processed*	45,513	46,696	44,098	18,383	3,207	2,685
Certificate of Clearance Issued	12,850	14,734	13,571	13,166	13,422	15,646
Correspondence Processed	9,175	9,206	8,071	7,846	7,750	7,301
Credential Waiver Applications Processed	7,192	7,646	7,612	7,659	7,865	7,918
E-Mail Processed (online 4/96)	4,925	11,149	19,136	24,931	32,562	37,921
Total	247,685	286,700	293,313	299,955	291,286	318,881
Phone Calls Processed	80,000	85,000	10,000	180,000	263,566	258,652**

* The decline in fingerprint cards is due to the increased number of applicants using the Live Scan option.

** As planned, utilization of the new online process contributed to the decline in status-inquiry phone calls.

Phone Inquiries During 2001-2002 — The Commission's Information Services Phone Center received 258,652 phone calls during 2001-02. Of these, 126,250 were answered directly by staff. The remaining 132,402 calls were handled by the automated phone system.

Phone Inquiries During 2001-2002	
Credentialing Questions	47%
Application Status Questions	14%
Application Processing Questions	12%
Exam Questions	6%
Appeal and Waiver Questions	1%
Other	20%

Certification, Assignment and Waiver Division

Customer Service Surveys — As part of the Commission's ongoing commitment to high quality customer service, several customer service surveys were developed and implemented during fiscal year 2001-02. The goal was to assess customers' overall satisfaction with the Commission's various methods of communicating.

- **Credential Survey** — Ten thousand customer service surveys were mailed out with credentials to assess the applicants' satisfaction with the credentialing process. Almost 2,000 surveys were returned with responses, with 64% rating the Commission's overall customer service "above average" or "excellent" (with an additional 30% rating the Commission as "average").

Credential Survey	
Excellent	31%
Above Average	33%
Average	30%
Below Average	4%
Poor	3%

- **E-Mail Survey** — The Commission has received over 700 responses to an ongoing e-mail customer service survey. Of these, 87% rate the Commission's overall customer service "above average" or "excellent" (with an additional 9% rating the Commission as "average").

E-Mail Survey	
Excellent	61%
Above Average	26%
Average	9%
Below Average	2%
Poor	2%

Workshops – School districts, county offices of education and universities rely on the skill and knowledge of their credential counselors, analysts and technicians to ensure that teachers are informed about credentialing requirements and are assigned to teach classes according to the authorization on their credential. The California Commission on Teacher Credentialing continues to offer workshops and assistance to ensure that these credentialing professionals are kept up-to-date in their field.

Ongoing Training – The Commission offered seven workshops statewide to support new credential technicians and to offer information regarding assignment monitoring and credential waivers. In addition, the Commission offered a series of "Spring Workshops" for credentialing professionals. Three workshops were held in Sacramento and one each in San Diego and Orange County. There were also 11 video sites around the state that connected to the five "live" workshops. Over 700 credential counselors, analysts and technicians attended the workshops.



Commission Publications and Reports

The following reports were distributed to the California Legislature and other parties in 2002:

- *Seventh Annual Accreditation Report to the California Commission on Teacher Credentialing by the Committee on Accreditation*
- *Preliminary Report on Teacher Retention in California*
- *CCTC Annual Report on California Teacher Preparation Programs – Academic Year: 2000-2001*
- *2000-01 Annual Report: Emergency Permits and Credential Waivers*
- *2001-02 Annual Report: Emergency Permits and Credential Waivers*
- *Teacher Supply in California 2000-2001 – A Report to the Legislature*
- *Teacher Supply in California 2001-2002 – A Report to the Legislature*
- *The California School Paraprofessional Teacher Training Program: A Progress Report to the Legislature, October 2001*
- *Paraprofessional Teacher Training Program - 2002 Report to the Legislature*
- *The Pre-internship Teaching Program: A Progress Report to the Legislature, October 2001*

All of the reports are available online at www.ctc.ca.gov in the “Reports” section.

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